

Guidance around Implementing Core Curriculum Materials Pearson's *ReadyGen*

Over the past three years, teachers across New York City have been working to integrate the Common Core instructional shifts in their classrooms. Last spring, the vast majority of schools with elementary and middle school grades decided to purchase at least one of the Core Curriculum options that the New York City Department of Education (NYCDOE) recommended in ELA and math. For those schools, successful implementation of these programs—either with fidelity or simply as resources to supplement other curricula—requires making instructional decisions about how to adapt these curricula to enable all students to access and learn the material. This frequently asked questions document is designed to assist principals, assistant principals, and teachers in thinking about implementation.

The Core Curriculum programs were selected because they are high-quality, Common Core-aligned options. They offer a wealth of material to use to develop units and lessons. However, no purchased curriculum can meet everyone's needs and none of these programs are intended to be followed verbatim.

For example, some literacy teachers have asked whether independent reading time, guided reading, leveled text, or other aspects of a balanced literacy program are now obsolete because of Core Curriculum. The answer is no—experiences with more challenging texts should be mixed with opportunities to read independently. Such practices can be incorporated over the course of the school day and week. Other teachers have struggled with what to do when a text is several levels above where their students are. There isn't one answer to this question. Some teachers find it is appropriate to push through, as long as there are enough scaffolds in place. In other cases, teachers are selecting just parts of the text to shorten the amount of time students are exposed to it. In this way, students have the opportunity to practice working with a "reach text," but not for so long that they hit a high frustration level. Still other times, the text is being replaced by a more accessible text that will move students closer to meeting the Common Core standards over time.

Grappling with these kinds of instructional decisions is essential to the implementation of new curricula. Teachers and teacher teams, in consultation with school administration, should engage in professional dialogue about adapting the materials to meet their students' learning needs. This can happen as part of ongoing lesson planning and/or during teacher team time.

Please see reverse for responses to other frequently asked questions from teachers about **Pearson's *ReadyGen***.

Frequently Asked Questions about Pearson's *ReadyGen*

What are the key components of *ReadyGen*?

ReadyGen is designed to engage students in multiple reads of complex texts through more structured whole-group and small-group activities. Students first read to get the gist of the text. They then revisit the text to make deeper meaning through additional reads, small-group work, discussion, and writing. Each *ReadyGen* module includes “enduring understandings” and “essential questions” to guide teachers to the critical skills and knowledge students need to meet the demands of the Common Core standards. By knowing the goals of each module, teachers can make decisions and balance lessons to include a variety of reading, writing, and discussion routines.

It is difficult to complete the entire lesson during my literacy block—what can I do?

ReadyGen is a comprehensive literacy curriculum, which some schools may choose to implement with fidelity, while others use it simply as a resource to supplement other curricula. Either way, when planning lessons, you should consider the goals for each unit—what students should know and be able to do by the end—and the specific needs of your students. Within each unit, you may decide to shorten certain sections, skip sections, or extend lessons over multiple days, but you should still ensure that lessons are building towards that knowledge and set of skills. Planning these adjustments can happen as part of ongoing lesson planning and/or during teacher team time, in consultation with school administration.

In addition to *ReadyGen*, what should I be doing to build strong literacy practices in my classroom?

ReadyGen units are designed to address the Common Core reading, writing, speaking and listening, and language standards. While these are fundamental skills, there are many other important literacy practices that a school may wish to address, such as reading at students' independent levels and writing personal memoirs. You should retain the strong practices that have demonstrated the most impact over the past years. *ReadyGen* units were also designed to allow schools to choose a Common Core-aligned foundational program to use in conjunction. Schools might choose *ReadyGen* phonics, or continue using *Foundations* or another phonics program, but the standards and good practice require a strong foundational program.

How can I adjust the *ReadyGen* curriculum to meet the needs of my students while still ensuring that what I am teaching is Common Core-aligned?

ReadyGen is Common Core-aligned, which means that the material will be challenging for most students during this transitional time. The whole-class texts are designed to be a reach for most students. While it is encouraged that you provide ongoing opportunities across the year for your students to grapple with grade-level text, you may decide that a given text is too difficult for your class. When selecting a different text, if you work to ensure that it is challenging for your students, you will help build their readiness for the Common Core. To this end, the Common Core Library (schools.nyc.gov/Academics/CommonCoreLibrary) has text complexity tools to help you evaluate qualitative elements of complexity. *ReadyGen* units are also designed to help students make connections to prior knowledge to build content knowledge, so the texts you select should match the theme and content of the units.

What online supports are available for *ReadyGen*?

You can access the NYCDOE's *ReadyGen* professional learning community on Teachability by going to www.pearsonschool.com/nycreadygen to create an account and adding the following user license code to your personal profile: NYCDOE-CMVHZHLNZW4YMDEZ. Webinars to support you in implementing *ReadyGen* are also available in *Teachability* under “Professional Development and Training Materials.” For questions related to content, email nycreadygensupport@pearson.com.